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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this reading curriculum guide of the Basic Skills First Program is designed to identify the minimum reading skills for sixth grade students. After brief explanations of the components of the Basic Skills First Program (curriculum guide, mastery tests, individual student records, and a systematic plan of instruction), an overview of the Basic Skills First Reading Guide, and a summary of various guide revisions, the guide is divided into the following reading "strands" (divisions of skill areas): (1) comprehension skills; (2) word identification skills; (3) reference and study skills; and (4) literature. Each page of the guide addresses a strand objective, and consists of instructional objectives; associated content statements; and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. An answer key for the sixth grade reading mastery test, and a list of sixth grade vocabulary words are also included. (MM)

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READING CURRICULUM GUIDE

BASIC SKILLS FIRST

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TENNESSEE DEPARTMENT OF EDUCATION
ROBERT L. MCELRATH, COMMISSIONER
1986 EDITION

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READING CURRICULUM GUIDE BASIC SKILLS FIRST

STATE OF TENNESSEE



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We wish to offer a special word of thanks to the Basic Skills First Consulting Teachers, Ruth Rickman, Janice Baer, Betty Lundeen, Rose Snead, Sharon Hammond, Pat Petrie, Becky Sims, Phyllis Pardue, and Malinda Murchie for the vital contributions they have made to the implementation of BSF, and to former Deputy Commissioner Beecher Clapp and the originators of Basic Skills First for their contributions to excellence in education in Tennessee through this monumental endeavor.

And finally, the Department acknowledges the dedication to excellence of the Departmental Revision Team, Donna Spalding, Faye Taylor, Mark Howard, J B Whitman, and Judith Morgan and their assistants Mary Tompkins, Ruth Wright, Kathy Todd, and Pat Brenner for the many long, hard hours they invested in making a good program even better.

FOREWORD

The Basic Skills First Program is designed to identify the minimum skills which teachers should teach and which students should learn in reading and mathematics. The materials were written by Tennessee educators for use with Tennessee students. The program is designed to help local personnel in their continuing task of insuring that all students in the Tennessee public schools learn the basic skills of reading and mathematics and develop the ability to apply them as needed in everyday life.

The basic Skills First Program has four components:

- A CURRICULUM GUIDE - In accordance with RULES, REGULATIONS AND MINIMUM STANDARDS of the State Board of Education, section 0520-1-3-.02, the BSF guides contain the instructional objectives which address the terminal objectives identified for each grade level in the Board approved curriculum frameworks. Local school systems must use either the BSF curriculum guides for reading and mathematics or use locally developed curriculum guides which have been approved by the State Department of Education as comparable.
- MASTERY TESTS - The mastery learning approach to teaching is based upon the premise that students learn best when instruction focuses on small, manageable bits and when students master each bit before proceeding to a new or more difficult task. BSF provides the teacher with mastery tests which may be used to determine students' mastery of the objectives designated by an asterisk in the guides. These objectives have been determined to be important to the students' satisfactory progress in reading and mathematics. The use of the mastery tests is OPTIONAL; however, the determination of mastery is not. Teachers should use whatever methods they deem appropriate to assure that students have mastered each skill identified with an asterisk in the guides. In order to facilitate the most efficient use of teacher time and skills, the objective tests have been clustered. This clustering of objectives allows the teacher to test several skills at one time, yet still determine mastery of each objective individually.
- INDIVIDUAL STUDENT RECORDS - Progress must be charted in order to provide appropriate instruction on the students' levels. A profile, containing the objectives which relate to the areas assessed in the Pre-first Grade Screening Program, is provided for every kindergarten student. A record form, containing the tested objectives for every grade 1-8, is also provided for each student. Use of these particular record forms is OPTIONAL; however, a record of each student's mastery of the tested objectives must be maintained as part of the student's cumulative file.
- A SYSTEMATIC PLAN OF INSTRUCTION - Students should receive direct instruction in the skills of reading and mathematics in order to achieve to their optimum levels. One of the services provided as a part of the BSF program is staff development in the use of the Directed Lesson for reading and mathematics. There are many sound approaches to directed teaching. Among them is the Tennessee Instructional Model. The responsibility for determining the method(s) of instruction to be used with students ultimately rests with those who provide the instruction; therefore, the local school systems must determine the method(s) of delivery which they deem to be most appropriate.

The implementation of Basic Skills First reading and mathematics programs, or comparable programs, in every school during the 1985-86 school year revealed the necessity of revising the programs in order to make them the best possible materials for use in Tennessee classrooms. Input was obtained from teachers across the state. The 1986 edition of Basic Skills First is the result of that input. Although the format of BSF is new, the philosophy of BSF remains the same. BSF is an educationally sound course of study which provides direction and support to classroom teachers and consistency to what teachers teach and students learn across the state.

Robert L. McElrath
Commissioner of Education

PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.

The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The Basic Skills First Program meets the requirements cited above in grades K-8 for mathematics and for the reading portion of the Language Arts Curriculum Framework. (The two additional components of language arts, writing and thinking and expression, are addressed in a separate guide since no tests or record forms are provided for those components.) The State Board of Education requires that the Basic Skills First Program, or a comparable program, be used in every classroom, grades K-8 in the State of Tennessee. The requirements of the Basic Skills First Program are explained in the Foreword on page iii in this guide.

The new Basic Skills First Reading Guide is organized into four strands: Comprehension Skills, Word Identification Skills, Reference and Study Skills, and Literature. Instructional objectives under each strand can be identified by the five characters of the objective number. The first character is the grade level, the second character is the discipline (reading), the third character is the strand, and the last two digits represent the numerical sequence of the objective within the strand.

Example - the instructional objective number 32104 is translated as follows:

3 = Grade 3
2 = Reading
1 = Strand - Comprehension Skills
04 = Fourth Instructional Objective

Each page of the guide contains instructional objectives, associated content and suggested activities that are designed to insure the mastery of the terminal objective. The curriculum cross reference indicates where this objective relates to objectives in another discipline, and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level to list materials available to teach the instructional objectives.

SUMMARY OF REVISIONS

The Basic Skills First Reading Program has undergone a careful and critical analysis and an extensive revision. Every effort has been made to decrease the demands of the program on teacher time in order to maximize instructional and learning time and to strengthen the BSF materials in order to assure that students have the best possible chance to learn the critical skills of reading. The following are significant changes in the BSF Reading Program:

- The number of objectives in the READING GUIDE was reduced by combining similar objectives and omitting objectives which are thoroughly covered in the Language Arts Curriculum Guide.

The reading objectives are now broader. Many objectives have several activities provided which increase in difficulty. The teacher should be certain the student can perform at each level of difficulty before testing the overall objective.

The Language Arts Curriculum Framework consists of three components: Reading, Writing, and Thinking and Expression. Basic Skills First addresses only the reading portion of the framework. Some objectives which are thoroughly covered in the Language Arts Guide were omitted from the Reading Guide. When objectives were combined or moved, those numbers were omitted from the numerical sequence in order to avoid confusion and to provide for the use of correlations previously completed. When objectives were changed significantly or moved from the Comprehension Strand to the Literature Strand, they were given new numbers.

- The number of MASTERY TESTS required and the quality of the tests provided were addressed by testing only objectives from the Comprehension and Word Identification strands, clustering tests, field testing the tests, checking the readability of the tests, and providing vocabulary lists.

Although all objectives in BSF Reading are important, the objectives in the Comprehension and Word Identification strands impact directly the student's ability to read. Tests have been clustered to reduce the number of testing "sittings." One passage may be used for several objectives in a cluster test. The teacher may still, however, determine the students' mastery of individual objectives within the cluster.

The mastery tests were field tested in classrooms across the state in the spring of 1986. A computer program was used to determine the readability of the passages using the Frye Formula for readability. All passages are considered to be acceptable for the grade level at which they are used. The writers used a composite vocabulary list made up of words from the four series used most often in Tennessee schools. That vocabulary list is provided for each grade level.

- RECORD KEEPING for BSF Reading was streamlined by designing a single record form which contains the tested objectives for grades 1-8 and removing the date of mastery from the record form.

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- | | | |
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- | | | |
|---------|---|----|
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READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 621A1 To understand the importance of reading with proper expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
62101 read with expression.	Instruction should include demonstration of techniques for changing pitch, tone, and volume to add variety to oral expression. For example, show how the same statement can be read to express different feelings or meanings. Example: "I love spinach casserole" can be read in a very convincing way or in a way that conveys sarcasm. "It's Friday" can be read very evenly as a mere statement of fact. On the other hand, by raising the pitch of the voice, the sentence can become a question. By letting the voice rise gradually and then fall, the meaning is changed to "It's Friday!" which indicates excitement. Pace, stress, and pauses are also important to reading with expression. Pace is the rate at which a person reads. Stress refers to the emphasis placed upon particular words. Pauses are used to make clear the various punctuation marks in a selection. Pauses also focus attention on important points.	expressing expressing, listening listening listening, analyzing	A. Have students practice reading lines from a variety of selections (poems, stories, plays, etc.) to convey different feelings. B. Organize students into pairs. Have each member of a pair read the same paragraph, using techniques which express different meanings. Example: One member of the pair reads the paragraph with expression which indicates sadness, while the partner reads in a way to indicate mirth. C. Have students practice reading selections, using proper pauses to indicate punctuation points. Give the class copies of the selection without punctuation marks. Have them punctuate as they listen to one student read a copy that is correctly punctuated. D. Tape record a choral reading by the entire class of a poem or descriptive paragraph. Have them critique the tape for proper use of pitch, tone, pace, volume, stress, and pauses.		

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 621C1 To understand the role of context in identifying word meanings

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
62106 use context clues to identify word meanings.	Context clues may be a word, a group of words, a sentence, or even a group of sentences. Such clues may appear before, after, or both before and after the unfamiliar word. Example: In the following sentence, the words "hard to understand" are a clue to the meaning of the word "clarify" - "The directions were HARD TO UNDERSTAND, so I asked the teacher to CLARIFY them."	using the dictionary, analyzing analyzing	A. Have students find the definitions of five unfamiliar words in the dictionary. Then, have them use each word in a sentence, providing context clues to help a reader understand the word. Have students exchange sentences to see if the new words can be understood through the use of context clues. B. Select five new words from the textbook or other material being studied in the current social studies or science unit. Have the students write definitions of the words from the context in which each appears.		

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 621D1 To understand the role of sequencing in comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
* 62112 describe sequential relationships.	The recognition of various sequential relationships is essential to effective comprehension. These relationships include: 1) time and place which identify when and where events happen. Words such as "before," "after," and "in 1836" are often clues to time relationships; 2) the chronological flow of ideas and events in a passage. Clue words for determining such sequence relationships include "first," "then," "finally," "meanwhile," "before," and "after."	outlining skimming analyzing	A. Have students outline the sequential development of the plot of a story from their basal text. B. List on the chalkboard several events and ideas from a selection. Have students skim the selection, and place the events and ideas in sequential order. C. Have students circle the clue words for sequential relationships in a newspaper story.		

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 621E1 To understand how details enhance comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
62115 explain the purpose of details in a story.	Details in a story sometimes help to make various elements believable or authentic. Details can make a character "come to life." They can also cause a setting or an event to appear very real to the reader.	analyzing	A. Give students a selection in which a phrase or sentence describing a character, setting, or event is circled. Have students underline details that support each descriptive statement. Example: The toucan is among (the most spectacular of all birds.) The ENORMOUS BILL, almost as large as the body, is often BRIGHTLY COLORED, as are the feathers, with MUCH BLUE, YELLOW, RED, ORANGE, AND BLACK.	L.A. 635A1	
		analyzing	B. Have students underline details that make a passage seem real or authentic. Example: I was a little LEERY ABOUT CLIMBING UP TO THE LEDGE and POKING AROUND IN THERE. It LOOKED LIKE RATTLESNAKE TERRITORY -- lots of DARK SHELVES OF ROCK. But I was CAREFUL WHERE I STEPPED and made sure that I DIDN'T PUT MY HANDS TOO CLOSE TO THOSE OPENINGS in the rock.	L.A. 635A1	

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 621E1 To understand how details enhance comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
★ 62116 identify details that support the main idea of a selection.	Details in a written paragraph or selection include the subordinate ideas, events, explanations, etc. that contribute to the understanding of the main idea or the general theme.	analyzing	A. Have students find the details that help to clarify or strengthen information about a current subtopic in the science or social studies textbook.	L.A. 635A1	
	Not every detail supports the main idea which may be stated or unstated. Some details simply add interest to the selection.	comparing, contrasting, analyzing	B. Give students two paragraphs written about the same topic, one of which contains more explanatory details than the other. Have them discuss the differences in the two. Example: For many years, it was the custom in China to bind girls' feet to make them small. Chinese people thought women should have tiny feet.	L.A. 635A1	
			In China, when a girl was six to eight years old, her feet were bound very tightly with strips of white cloth. The binding lasted three or four years. This would result in a woman's feet being only three to six inches long.	L.A. 635A1	

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 621F1 To understand main idea/central message in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
* 62117 recognize the main idea in a selection.	Recognition of the main idea is helpful to understanding an article, and in remembering important information. To determine the main idea, it is necessary to know what topic is covered. The main idea is the major thought expressed about the topic. Supporting details in a paragraph give additional information about the main idea. Each paragraph within a selection usually has a main idea. Sometimes the main idea of a paragraph is stated in one sentence which may be at the beginning, middle, or end of the paragraph. At other times the main idea may be contained in two or more sentences.	analyzing, inferring listening, evaluating, explaining	A. Have students read a passage containing three to six paragraphs about one topic. Have them identify the topic and the main idea of the passage. Then have them write the main idea of each paragraph. B. Read a paragraph to the class. Then read three to four sentences from which students are to choose one that best expresses the main idea. Have them give reasons for their choice.	L.A. 635A1 L.A. 635A1	

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 621F1 To understand main idea/central message in reading comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
* 62118 identify basic conflicts and their solutions.	Conflict is one part of the plot of a story. Most stories have one or more conflicts or struggles which may be between characters, between a character and the environment or society, or between a character and his or her feelings.	analyzing	A. Give students several brief selections in which one conflict is evident. Have them write a statement of the basic conflict in each selection. Then have them underline sentences which reveal the solution to the conflict.	L.A. 635A1	
		evaluating	B. Have students discuss the conflicts that occur in a story from the basal text. Have them suggest alternative solutions to conflicts.	L.A. 635A1	
* 62120 identify the theme or central message of a selection.	The theme or central message of a selection is the meaning implicit in the things that happen. Sometimes this message is stated directly, but most often it is not. Instead of answering "What happens in the story," the theme tells "what the story is about." Not every story has a theme. This is usually true of stories which are written to entertain.	evaluating	A. Have students read a fable and state its theme. Example: "The Boy Who Cried Wolf."	L.A. 635A1	
		speaking, evaluating	B. Have students give oral reports on stories they have read. Have them review the plot and then tell the central message of the story.	L.A. 635A1	

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 621H1 To understand characterization as an element of comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
*62121 describe character changes occurring in a selection.	Characterization is the method used by an author to acquaint the reader with a character in a story. This is accomplished by presenting physical characteristics, speech, and behaviors. Character is revealed also through the attitudes and behaviors of other characters in the story.	sequencing, evaluating summarizing	A. Have students read a story and copy sentences that show changes in the feelings and actions of a character. Have them record the sentences in sequential order. B. Have students write a description of character development on the part of a character in a book they have read.		
*62122 identify points of view.	The point of view is the position from which a writer tells a story. A story may be told from the point of view of a narrator who is an observer of the events and action of the story, or from the point of view of one of the characters in the story. When a story is told by one of the characters, it will include frequent use of the pronouns "he," "she," "it," or "they."	interpreting interpreting	A. Have students list the thoughts and feelings of various characters in a selection. Then have them interpret the point of view of the author of the selection. B. Have students read selections told by a narrator, and others told by one of the characters. Have them write the point of view from which each story is told.		

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 62111 To understand the factors involved in supporting a conclusion

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
* 62124 draw conclusions.	A conclusion is a decision or an opinion reached after considering some facts. Conclusions may be based on reasonable evidence which is either stated or implied. Statements of evidence may be based on eyewitness account, expert opinion, or practical experience. The appropriateness of a particular type of evidence will depend upon the nature of the situation. Information from which conclusions are drawn is sometimes stated directly but at other times is merely suggested by the author. A reasonable conclusion based on suggested information is called an inference.	analyzing, evaluating, discussing	A. Have students bring to class newspaper examples of various types of evidence and the conclusions they support. Have them discuss the appropriateness of each bit of evidence to the situation in which it is used.	L.A. 635A1	
		analyzing, evaluating	B. Have the students read selections and write answers to the following questions about specific conclusions concerning each selection: 1) Which statements can be proven from direct statements in the selection? 2) Which do you think are true because of what the passage suggests?	L.A. 635A1	
		inferring	C. Have students write conclusions based on information contained in several paragraphs. Include some paragraphs which contain stated facts and some which have suggested information.	L.A. 635A1	

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 621J1 To understand cause and effect as a means to comprehension

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
62129 explain cause and effect relationships.	Cause and effect relationships are important to understanding a story, following an argument, or tracing the progress of an experiment. Cause refers to the reason something happens. Effect refers to what happens as the result of a cause. Sometimes the cause is not directly stated, but can usually be determined by thinking about the effect (While I was on vacation, my Boston Fern died. Cause: The plant did not receive proper care). Understanding cause and effect relationships helps the reader to comprehend the behavior of characters and the reasons events occur in stories.	associating	A. Provide students with a list of causes, and have them write an effect that might be expected from each.	L.A. 635A1	
		associating	B. Provide students with a list of effects, and have them write a possible cause of each.	L.A. 635A1	
		analyzing, recalling	C. On the chalkboard, write a list of cause and effect questions about a poem or story. Have the students read the selection and answer each question.	L.A. 635A1	

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 621K1 To understand the use of story elements in evaluating written material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE
The learner will:				
* 62135 discriminate facts from opinions, and/or fantasy.	The ability to read fiction or nonfiction and to discriminate factual information from opinions or the author's imagination is important to comprehension of material. Students should separate the editor's views from the facts of an event or situation when reading an editorial. They should recognize the persuasive techniques which surround facts in advertising or political writing. They should recognize the factual base of historical fiction but not confuse it with a true history or biography.	analyzing, categorizing analyzing, recognizing, categorizing	A. Have students read news articles and editorials to distinguish facts from opinions. The students are to explain why they choose each statement as fact or as opinion. B. Have students compare fictional selections which contain historical facts or realistic elements with selections containing fantasy. Have the students cite examples of both facts and fantasy.	L.A. 635A1 L.A. 635A1

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 621K1 To understand the use of story elements in evaluating written material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
★ 62136 recognize author's purpose in a selection.	Authors may write to inform, to persuade, to entertain, or to teach a lesson. Clues to purpose are usually seen in the content and in the style of the passage. When the purpose is to inform, clues include nonfictional content, absence of plot, factual statements, and formality of style. Articles, essays, and "how-to-do" books usually are written to inform. When the purpose is to persuade, the author will often use irony and satire as well as emotional words to encourage the reader's agreement. Debates and editorials are examples of persuasive materials. If the author's purpose is to entertain, the selection may be either serious or humorous. Short stories, plays novels, and poetry, are often written to entertain. Plot, character, and setting are usually fictional. Also, elements of style will often include puns, irony, rhyme, rhythm, etc. The types of selections written to teach a lesson include fables, anecdotes, parables, and accounts of courage or faith. Illustrations are used to point to a moral.	analyzing, classifying evaluating, discussing	A. Have students discuss newspaper articles which represent examples of each type of purpose. Have them make a bulletin board using the articles to show the four purposes. B. Have students read a variety of materials and identify the author's major purpose in each. Have them indicate the clues that influenced their decisions. Also, have them discuss any indications of secondary purposes in the selections read.	L.A. 635A1	

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 621K1 To understand the use of story elements in evaluating written material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
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The learner will:

62137 define and apply internal and external criteria in making critical evaluations.

Criteria for judging selections, both fiction and nonfiction, may be internal (likes and dislikes) and external (standards of excellence). A student's enjoyment of a selection is frequently based on personal preferences, feelings, and experiences rather than on how well written and effective the writing may be. A list of criteria might include interest of topic, clarity of main idea, use of imagery and/or figurative language, characterization, difficulty of vocabulary, level of interest, etc. Students should learn to recognize persuasive techniques such as false generalizations, loaded words, snob appeal, name calling, and testimonials; and inconsistencies of logic, such as understatements, overstatements, and contradictions which influence their judgments. Another important element in making a critical evaluation is the ability to distinguish among fact, fiction, fantasy, and opinion.

brainstorming,
categorizing

judging,
categorizing,
justifying

A. Lead a class discussion and have students generate a list of criteria for judging reading selections. Have students decide which items on the list reflect internal criteria and which reflect external criteria.

B. Have students in pairs or small groups apply the criteria listed in Activity A to selections they read. Have them give support for each conclusion they reach (orally or in writing).

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Comprehension Skills

TERMINAL OBJECTIVE: 621K1 To understand the use of story elements in evaluating written material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
62139 explain an author's choice of form.	To understand and explain the author's choice of form, students must relate the elements of a particular literary type to the purpose and message of a work. Most authors write to inform, to persuade, or to explain. For example, if an author's purpose is to persuade and the author wishes to convey the message that war is evil, the chosen form may be a short story which has plot, characters, and setting, or poetry, which has a speaker and creates vivid, sensory images.	identifying, explaining interpreting identifying, explaining	A. After students have determined the theme of a selection, have them explain why the author chose the form of the selection to convey the message. B. Select several poems with strong messages and have the students discuss why the authors chose poetry to convey the message. C. After determining the purpose of an author, have students explain orally or in writing why the author chose a particular form.		
62140 recognize the differences between a summary and a critical evaluation.	A summary is a statement of the main points or events of a selection. A critical evaluation analyzes the theme and purpose of the work, weighs the validity of the language (noting propaganda techniques and identifying inconsistencies of logic) and evidence presented, and reacts to the work with an evaluation based on both internal and external criteria.	categorizing writing, composing, summarizing, evaluating	A. Have the students examine a news story about an event and an editorial about the same event. Have them decide which is a summary and which is an evaluation. B. Have students write a summary of a book or story. Then have them write a critical evaluation of the same selection.	L.A. 635A1	

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 622A1 To understand how sight word development expands vocabulary

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
62201 expand sight word vocabulary.	An important step in preparing to read a selection is the introduction of new vocabulary. This step must be included in the basal reading program and in other subject areas. New words should be listed, and the meaning and pronunciation of each should be discussed. Instruction should include appropriate use of the glossary and the dictionary. Use of context clues should be encouraged, especially for new words with multiple meanings.	writing, recalling, composing creating	A. Have students keep a weekly sight word vocabulary list. Have them include new words from all subject areas and from books or articles read. Have each student select five new words and use them in a paragraph. B. Have students role play imaginary telephone conversations in which they must use selected words from the new vocabulary list.	L.A. 633B1 L.A. 633D1	

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Word Identification Skills

TERMINAL OBJECTIVE: 622C1 To understand the role of structural analysis in word recognition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
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The learner will:

62202 use a plan to identify words.

A plan for identifying words includes:
1) looking to see if the word is a compound made up of recognizable parts.

2) looking at the parts of the word to see if there is a recognizable root or a base word, or if there are affixes.
3) sounding out the word using syllabication skills.

4) looking up the word in a dictionary.

decoding

decoding

A. Have students apply the decoding plan to given words in a reading selection.

B. Bring examples of words found in newspaper or magazine headlines for students to identify using the decoding plan.

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 623A1 To understand use of the library and reference material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
62301 use the card catalog.	A card catalog is a file of cards serving as an index to all books in a particular library. Each nonfiction book is listed by title card, by author card, and by subject card. Fiction books are listed by title, by author, and sometimes by subject. Each card in the catalog will show the subject, author, title, call number, publisher, and number of pages. Instruction should include the explanation of the Dewey Decimal System of classifying books. Review the types of books filed under each classification.	classifying locating information	A. Write the Dewey Decimal and Library of Congress Systems on the chalkboard or provide students with a copy. Give them a list of topics and have them tell the classification under which they would expect to find each topic. B. Have students use the card catalog to answer questions requiring reference to each of the three types of file cards. Example: How many books about BELLS are in the library? (subject card) Do we have HOW THE GRINCH STOLE CHRISTMAS in the library? (title card) Find a book about Christmas written by Charles Dickens. (author card)		

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 623A1 To understand use of the library and reference material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
62304 use an encyclopedia.	Instruction should include use of the index or reader's guide, volume organization, guide words, subheadings, and cross references.	summarizing, composing, writing	A. Have each student write a report on a particular phase of some current topic of study. Encourage use of the encyclopedia index, subheadings, and cross references.		
62306 use newspapers and magazines as sources of information.	Collections of newspapers and periodicals are arranged alphabetically by title in the library. The Readers' Guide to Periodical Literature lists every article published in all major magazines by subject and author in alphabetical order. Each entry gives the title of the article, the author, name of the periodical, volume number, date of issue, and page numbers on which the article appears. Newspapers are excellent sources of information on a variety of topics, particularly current events.	locating information, writing locating information, recalling	A. List three to five topics of interest on the chalkboard. Have students locate articles about each topic in the Readers' Guide. Have them write answers to several questions which can be answered by using the Readers' Guide. Example: How many articles were listed on this topic? In what magazines could the articles be found? B. Have each student select an interesting article from a current newspaper, and read it to find answers to specific questions. Example: About whom or what is the story written? Where did the events covered occur? Describe the impression the article made on you.		

READING -- GRADE 6

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GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 623A1 To understand use of the library and reference material

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
62308 use special purpose reference materials.	Among the sources which may be available in the library for special purpose reference are:	evaluating	A. Have students write a paragraph entitled "Mr. Guinness' Most Interesting Record."		
	10 "Paperback Books in Print" which lists by author, title, and subject paperback books currently in print.	speaking	B. Have each student give an oral report about the author of a favorite book.	L.A. 637B1 L.A. 637C1	
	2) "Something About the Author" which gives a biography of the author's life and work, and usually includes a picture.	labeling	C. Have students use an identification guide to label a collection of leaves, flowers, or rocks.		
	3) Identification Guides which give specific information about a particular subject (birds, reptiles, rocks, flowers, etc.).				
	4) "Index to Poetry for Children and Young People" which contains a listing of poems by author, subject and title. The first line of each poem is given.				
	5) "Guinness Book of World Records" which is an annual publication of world records in just about every category imaginable.				

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 623B1 To use reference and study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
62309 identify and use the parts of a book.	The parts of a book which are important to its proper use are the glossary, the index, the table of contents, chapter headings, subheadings, the preface, the appendix, the list of illustrations, the foreword, the list of references, and the acknowledgements. The glossary is usually located near the end of the book, and provides help with the meanings and pronunciations of words that might not be familiar. The index will also be found near the end of the book as a rule, and shows the pages on which particular topics will be found in the book. The table of contents lists the chapter headings with page numbers, and may include major subheadings. The chapter headings and subheadings will appear in bold print. The preface is a statement, usually by the author, dealing with the purpose and scope of the book. The appendix is a section containing supplementary information. The acknowledgments, references, and list of illustrations give the sources of various pictures and materials used	comparing, contrasting locating information locating information	A. Have the students compare and contrast the various parts of their language arts textbook with those in their basal text for science or social studies. B. Give students written exercises which require them to use the various parts of a book. Example: What is the source of the picture on page 215? On what pages is there information about molecules? What are the major topics covered in Chapter 6? C. Have the students use the glossary to find the meanings of unfamiliar words in the current unit of study. Also have them use the glossary to pronounce each new word.		

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 623B1 To use reference and study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
62310 interpret graphs, maps, charts, tables, and diagrams.	Graphs include pictographs, circle graphs, bar graphs, and line graphs. Pictographs use pictures of objects to represent numbers of things. A circle graph shows the parts that make up a whole. For example, a circle graph is often used to show percentage of a total budget allotted to various items. Bar graphs are most often used to show comparisons. Line graphs usually show changes in things. Bar and line graphs may be either horizontal or vertical. Maps are representations of geographic regions and are used to show various kinds of information. A political map shows states, cities, boundaries, transportation routes, etc. A physical map depicts the various landforms in a geographic area. A rainfall map shows the average annual rainfall in a region. Maps have keys (legends) which explain the symbols used to represent various things on a map.	drawing, labeling, classifying analyzing, discussing computing analyzing, classifying	A. Have students make each kind of graph to illustrate something of interest to them. For example, they might make circle graphs to show how their allowances will be used. B. Have students list the kinds of information they find in tables or charts in their various textbooks. Have them discuss why the information is easier to read than in paragraph form. C. Give students mileage tables, and have them determine the distance between various places shown in the table. D. Give students specific questions to be answered by reading each type of map included in their social studies textbook.		

(continued on next page)

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 623B1 To use reference and study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
62310 interpret graphs, maps, charts, tables, and diagrams continued;	A chart is a systematic arrangement of information, sometimes using pictures and diagrams. A table uses lines and columns to systematically arrange data. A diagram is a drawing which illustrates concepts, processes, or relationships in a rather concrete way.				
62315 use the SQ3R method.	The SQ3R is a five-step method of reading which is especially appropriate in the content areas. S = Survey (Look over the material noting titles, subtopics, illustrations, etc.) Q = Question (Formulate questions concerning items surveyed.) R = Read (To answer questions) R = Recite (Tell someone the answers found.) R = Reread (To get a firm grasp of the material.)	questioning, discussing notetaking	A. Demonstrate the use of the SQ3R method as a total class activity. Take the students through each step, using a chapter from one of their textbooks. Allow time for questions and discussion. B. Have students make written notes about each step in the SQ3R method as they use it to read a chapter in one of their textbooks.		

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Reference and Study Skills

TERMINAL OBJECTIVE: 623B1 To use reference and study skills correctly

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
62311 skim to determine the general idea of a book or selection.	Previewing involves quickly glancing over an article or book. A look at the table of contents, chapter titles, subheadings, and pictures is helpful in deciding whether or not to read a book. Previewing a chapter or article to be studied will enhance comprehension. Skimming is looking over material to get a general impression of the content.	interpreting, summarizing reasoning, speaking	A. Have students glance at the title, subheadings, pictures, etc. in the next unit to be studied in each of their subjects. Have them write a statement of the overall purpose or general idea of each assignment. B. Have students preview two or more books which they might be interested in reading. Have them select one book to read, and tell why it was chosen.		
62316 scan material.	To scan material, the reader's eyes move quickly over the lines of print searching for particular information. The purpose is to locate a specific person, place, date, idea, etc.	locating information locating information	A. Introduce a story by having students locate answers to several specific questions. Limit the time enough to prevent word-for-word reading of the story. B. Have students locate answers to "who," "what," "when," and "where" questions in newspaper articles.		

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 624A1 To understand and enjoy various types of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
62401 recognize basic forms of literature.	Recognition of the various literary forms and their purposes and effects is helpful in developing understanding and appreciation of literature. At this level, students should become knowledgeable of the short story, the novel, poetry, and plays. The short story is a fictional narrative in which the elements of fiction are condensed. The novel is fictional prose of sufficient length to present more complete character and plot development. Poetry includes: 1) lyric poems which express emotions and feelings; 2) narrative poems which tell a story; 3) dramatic poems which are dramatizations of episodes in the life of one or more characters. Plays are stories presented in the form of drama and intended to be performed.	speaking, discussing drawing, organizing, classifying	A. Establish a reading center in which the various literary forms are displayed in sufficient numbers. Assign students specific forms to read. Schedule sharing times when oral reports can be given to create interest in selections. B. Have students draw illustrations of stories, poems, books, and plays they are reading. Make a bulletin board, using illustrations to depict the various literary forms.	L.A. 637C1 L.A. 635B1	

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 624A1 To understand and enjoy various types of literature

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
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The learner will:

62402 read a variety of fictional works.

Realistic fiction refers to stories which have believable characters and events. Fantasy deals with imaginative characters, places, and events which are believable but do not exist. Folklore is a type that expresses the traditions, beliefs, and experiences of a people in story or in song, and includes:

- 1) myths in which supernatural characters are used to explain life and nature;
- 2) tall tales which relate impossible or exaggerated deeds by a character;
- 3) fables which are stories that teach moral lessons;
- 4) fairy tales which involve imaginary characters and magic in dealing with real problems; and
- 5) legends which are stories handed down from one generation to another, and usually contain both fact and imagination.

Historical fiction is based in part on historical data which has been elaborated on or changed to make it more interesting or to fill in unknown information.

summarizing

classifying

A. Have each student select one of the types of fictional stories to read. Have the students write summaries of the stories they have read. Post the summaries in the reading center to help students in the selection of other books or stories to read.

B. Have students keep a record of the works of fiction they read, showing the author and type of each.

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 624A2 To understand basic literary forms

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
* 62404 identify figurative language, hyperbole, irony, and puns.	The most common techniques of style covered at this level are in the area of figurative language. Figurative language techniques include: 1) the simile in which the word "like" or "as" is used to compare two things that are not basically alike (He swam like a fish); 2) the metaphor in which a comparison is made by implying that one thing is another (He is a tiger when he's angry); 3) the hyperbole which is an exaggerated statement of something (He ate a ton of spaghetti); 4) irony which is a subtle form of sarcasm or ridicule created by using words to mean the opposite of their actual meanings. ("Feast your eyes on this mansion," he said as they entered the barracks). The hyperbole is often an ironic statement; 5) the pun which involves the use of a word or phrase to suggest more than one meaning (She pulled out all stops to stop negative publicity).	skimming, discussing listening, classifying	A. Have students locate examples of each technique of style and share them in class. B. Give students a series of statements representative of the various techniques of style. Have them label each statement according to technique.	L.A. 636B1	

READING -- GRADE 6

GOAL: 62000 Understanding and utilizing oral and written language

STRAND: Literature

TERMINAL OBJECTIVE: 624A2 To understand basic literary forms and their elements

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE
The learner will:				
* 62405 recognize sound devices, alliteration, and onomatopoeia .	Sound devices include alliteration, onomatopoeia, and repetition. Alliteration is a technique in which initial sounds in words or syllables are repeated (Pretty Peggy posed for the picture). Onomatopoeia is a technique of forming a word in which the sound suggests the meaning (you can hear him gulp the milk). Repetition is a technique in which words, phrases, or whole lines may be repeated (The mountain trail seemed never to end, the trail seemed never to end. Up and around, the hikers climbed, and the trail seemed never to end).	listening writing, comparing classifying, skimming	A. Read to the class a poem containing a variety of sound words and phrases. Have them raise their hands each time they hear any such word or phrase. B. Have students write as many words as they can to describe various sounds. Example: the breaking of a dry twig (snap, crack); the striking of a drum (thump, bang); wading in the mud (squish, squash). C. Have students locate examples of alliteration, onomatopoeia, and repetition in newspapers, magazines, and literary selections. Have them list each example under the proper heading - Alliteration, Onomatopoeia, or Repetition.	L.A. 636B1

READING - GRADE 6

ANSWER KEY

INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY	INSTRUCTIONAL OBJECTIVE NUMBER	ANSWER KEY/ TESTING STRATEGY
TEST I		TEST V	
62112	C A B B C A C B A C B D A C A B B	62124	A C C B B C B B A C
62116	B A A B A C	62135	B A C A B C A C B C
		62136	B A A A A C B A B C
TEST II		TEST VI	
62117	C B B C B B	62404	A B C A C B
62118	C B A B A C C C	62405	B C A A B C
TEST III			
62120	B B C C C B		
TEST IV			
62121	A B C C C C		
62122	A B B A B B B C		

Sixth Grade Vocabulary

30

a
ability
able
about
above
accessible
accomplish
according
across
acting
activities
advances
advertisement
advice
after
afternoon
again
against
ages
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agreed
ahead
air
alive
all
alliteration
allowed
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competition
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concert
concerts
conclusions
confined
conflict
conquer
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consists
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conversation
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crawls
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description
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destruction
details
developed
developing
development
device
devices
dictionary
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didn't
different
difficult
dinner

direction
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discriminate
discussion
disorganized
disrupt
distance
distances
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dreams
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drills
drives
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dull
during
each
earlier
early
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easier
easily
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editorial
education
effort
eggs
election
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emperor
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fabrics
fabulous
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factual
falling
false
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fantasy
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farmers
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featuring
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feelings
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fiction
fictional
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fundamental
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gas
gases
gather
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gathering
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grows
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guilty
gun
guns
gym
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hadn't
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handicapped
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holster
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hopes
horror
horse
horseback
horses
hospitals
hot
hour
hours
house
household
how
however
huge
hulk
hundred
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joke

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 Andes
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 Bloom County
 Bond
 Broadstreet
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 Carazanga
 Cellinskov
 China
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 Colonel
 Dannny
 Debbie
 Debbie's
 Dolivar
 Dutch
 Edison
 Edison's
 Emerald Idol
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 Britannica
 English
 Europeans
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 General
 Greek
 Hawaii
 Hawaiians
 Holland
 Incas
 Indian
 Indians
 Indians'
 James
 Jaws
 Jennifer
 Jimmy
 Jimmy's
 John
 Johnson
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 Menlo Park
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 Mexico
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 Middle East
 Minnesota
 Miroslav
 Mom
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 Morse Code
 Mrs.
 Mulberry
 Nkomo
 Nkomo's
 North America
 Nzua

Nzua's
 NBA
 Olaf
 Owens
 Padgett
 Paul
 Plains
 Plains Indians
 President
 Randy
 Randy's
 Rawlings
 Republicans
 Rick
 Rick's
 Robin
 Roman
 Romans
 Rome
 Ronnie
 Russia
 Russian
 San Francisco
 Santa Ana
 Sidney
 Sidney's
 Simon
 South America
 Soviet
 Spanish
 Terri
 Terri's
 Texans
 Texas
 Thanksgiving Day
 The Rotation Diet
 Thomas
 Travis
 Tzele
 Tzele's
 United States
 West
 Western
 Wilson
 Wizard
 World War I